



TOOLS FOR PROMOTING
HEALTHY GROWTH

Screen-Time Reduction Toolkit for Child Care Providers





TOOLS FOR
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HEALTHY GROWTH

Table of Contents

Why is Limiting Screen Time Important in My Child Care Facility?	3
Getting Started	4
Facts About Kids and Screens	5
Letter for Parents	6
Tips to Reduce Screen Time	7
Screen-Time Reduction Policy Examples	8
16 Ways to be Screen-Free Indoors and Outdoors	9
Instructions for Select Screen-Free Games	10
Generate a Buzz with Social Media	12
Resources	13
Resources for School-Aged Children	14
Screen-Free Lesson Plan	15
Screen-Free Activity Log	16
"See it on TV" Handout	18
Make Commercial Breaks Activity Breaks	19

Fact Sheets 20

What is Screen Time? (for providers)	21
What is Screen Time? (for families)	23



Success Stories 25

Types of Success Stories Based on the Phase of the Program	26
Success Story Form	28



TOOLS FOR
PROMOTING
HEALTHY GROWTH

Why is Limiting Screen Time Important in My Child Care Facility?

For children under two, spending time in front of a TV or computer can get in the way of exploring their surroundings, playing and interacting with peers, all of which are important for healthy minds and bodies.

As children get older, too much screen time can get in the way of reading, doing homework, playing with friends, and spending time with family, and can also increase their risk for being overweight or obese.

There are a number of ways that screen time can be unhealthy:

- 1 children are spending more time sitting and very little time moving their bodies
- 2 children learn unhealthy eating practices from advertisements
- 3 sitting in front of the TV can increase the desire to snack
- 4 overstimulation can prevent children from getting the sleep they need at nap time



CHILDREN need to move in order to explore their surroundings!

How much screen time is too much?

Health and safety experts in child care recommend that providers limit screen time to no more than 30 minutes per week.

Limiting media time for kids two and older during their time in child care will help meet the AAP recommendation: reduce screen time to no more than 2 hours per day, including time at home.





Getting Started

YOUR COMMITMENT to limiting screen time is one more way to show parents how dedicated you are to the health and well-being of their children. Involve staff and families in the process of developing a plan for limiting screen time in your facility for greater success.

How do I get started?

Make the commitment. The first step in making a commitment is to understand the importance of screen time reduction, and why it's crucial to help young children (and ourselves) reduce time with screens.

- **Keep track.** Encourage youth to use the Screen-Free Activity Log included in this toolkit to allow them to be aware of what they are watching and why.
- **Be creative!** Younger children can plan for things they would like to do in place of screen time and draw it on the "Picture It on Television" handout. Older youth may want to use the Screen Time Tracker to see how much time they spend each week in front of a screen. Check out the 50 Screen-Free Activities for ideas, too!
- **Pay special attention** to times when you most depend on screen time and make a plan to be active during that time.
- **Talk about the benefits of limiting screen time** and set your own screen-free times.
- **Remember, it takes a long time to change habits.** Whatever works to reduce screen time is a positive step.



WHAT IS SCREEN TIME?

"Screen time" is any time spent in front of a screen, such as a TV, computer, video game player, or tablet. Screen time is a sedentary activity. Very little energy is used during screen time.



SEE PAGE 8 FOR TIPS TO REDUCE SCREEN TIME!



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Facts About Kids and Screens

Screen time is any time spent watching television and videos, playing video, computer or tablet games, and surfing the Internet. With more electronic entertainment options than ever before, it is harder to get children up and moving. Children today are spending more time with screens than in any activity but sleeping.

- Each hour of TV viewing by school-age kids is associated with 167 additional calories.
- Just one hour of TV viewing daily is associated with higher consumption of fast food, sweets, chips, and pizza.
- Two or more hours of TV viewing daily is associated with significant likelihood of overweight among 3-year-olds.
- Children with a TV in their bedrooms snack more than those without.

Screen Time and Academics

- Middle school children who watched more television, movies and video games did worse in school than those who watched less.
- Third graders with a bedroom TV scored seven to nine points lower on standardized tests than those without a bedroom TV.

Screen Time and Sleep

- Television viewing among infants and children is associated with irregular sleep schedules.
- Teens watching more than three hours of TV per day are more likely to have sleep problems in early adulthood.



THE AMERICAN ACADEMY OF PEDIATRICS

recommends no screen time for children under 2 and less than 2 hours per day for older children.





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Letter for Parents

Dear Families,

How much time do your children spend each day or week passively sitting in front of one kind of screen or another instead of actively playing or exercising?

Several studies have linked excessive screen time to childhood obesity and lowered literacy rates for children of all ages. Scientists have also found language delays among children younger than age 2 who are exposed to too much screen time.

Set boundaries for television and other media use. Avoid screen media for infants or toddlers younger than age 2, and limit the amount of time older children watch or use media. According to the American Academy of Pediatrics, children preschool-age and older should have no more than two hours of total screen time per day. Remember that computer time factors into a child's overall screen time for a day.



TIP: Use a timer to help children remember when it is time to end screen time.

Strive to expose your child to high-quality television and media materials. You may want to review your options with the following questions in mind:

- A** Is this considered developmentally appropriate for my child's age?
- B** Has it been reviewed by others or won awards from credible sources?
- C** Does it show diverse images of children and/or adults engaged in a range of non-stereotypical activities? For example, does a segment on baking a cake only show women cooking; are all the children, teenagers or adults in a music video one race or ethnicity? If so, how are they portrayed?
- D** Is it free from bias, violence and sexually explicit content? For example, are there scary images? Characters fighting? Sexual themes or content?

Watch with and actively engage your child in thinking about what you are seeing on the screen. Discuss what characters are doing, how they might be feeling and use screen time as an opportunity to talk about your family's values.

Finally, develop and abide by clear and consistent "House Rules" for the frequency and use of television, media and computers in your home.

ADAPTED FROM National Association of Child Care Resource & Referral Agencies | 1515 N. Courthouse Road, 11th Floor, Arlington VA 22201 | Phone 703-341-4100 fax 703-341-4101 www.naccrra.org #1188-0617 | Copyright © 2011 This material may be reproduced and distributed for educational purposes only.



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Tips to Reduce Screen Time



INVITE PARENTS to ask questions and share ideas on how they limit screen time at home.



ESTABLISH A SCREEN-TIME reduction policy and determine a system for tracking screen time weekly to adhere to your policy.



DETERMINE A SYSTEM for each classroom to prioritize how screen time is integrated into weekly lessons.



EXPLAIN TO CHILDREN why it's important to limit screen time. Use clear and easy-to-understand language. Ask older children to plan their own activities to replace screen time.



MAKE AGE-APPROPRIATE use of technology within the screen time limit.



CHALLENGE FAMILIES to unplug for a Screen-Free Week and give away prizes!



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Screen-Time Reduction Policy Examples

THE EXAMPLES ON this page were developed by licensed child care centers in Michigan! Display yours prominently to show your commitment to limiting screen time for children in your care.

Charlevoix County

It is our intent to provide your child with many opportunities to investigate the world around them with concrete, hands-on learning activities while in school. We feel that TV and digital media time should be limited to no more than 30 minutes per week at school. We feel young children learn best with hands-on activities using all their senses throughout their day.

Grand Traverse County

Our Program uses a timer system which limits how long each child can be on the computer.

Midland County

In accordance with the American Academy of Pediatrics recommendations, our center does not permit screen time (e.g., television, movies, video games and computers) for infants and children younger than 2. For children ages 2 and older, screen time is limited to around one hour per week. We do not allow screen time during meals or snacks.

Midland County

We are not currently using televisions or computers within our center. We do continue to train our staff and explain why we have made the choice not to have screen time for the children in our care. We also continue to educate parents on the ramifications of screen time for young children.

Ottawa County

Computer time is limited to two days a week and 15 minutes per child at this facility.



FOR MORE, [CLICK HERE](#)



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16 Ways to be Screen-Free Indoors & Outdoors

CHILDREN ARE ENCOURAGED to accumulate daily physical activity as recommended by participating in ten-to-fifteen minute activities throughout the day. The following are some active opportunities for physical activity while reducing screen time.

10-Minute Active Opportunities

- Indoor Recess (sit-ups, jumping jacks or push-ups)
- Leap Frog
- UP!*
- Watch Out for the Alligator!*
- Hula Hoop
- Conga Line

Up to 30 Minutes of Fun

- Hide and Seek
- Red Light-Green Light
- Marching Band
- Bike Ride
- Dance Off
- Relay Race

15-Minute Active Opportunities

- Follow the Fitness Leader
- Indoor Hopscotch*
- Scooper Catch*
- Parachute
- What's the Catch?*
- Obstacle Course through the Forest*
- The Sticky Foot Runway*
- Juicy-Crunch Bowling*
- Ring Around the Rosie
- Jump Rope
- Freeze Dancing
- Tag...You're It!
- Hokey Pokey Muscles and Bones*

* FIND INSTRUCTIONS ON PAGES 11 AND 12.



Instructions for Select Screen-Free Games

Hokey Pokey Muscles and Bones

Materials: None

Location: Indoors or Outdoors

Directions: Form a circle and face one another with room to move. Sing and act out the “Hokey Pokey” song.

Tip: Children will label body parts as they move.

Hop Scotch

Materials: Cardboard boxes and markers OR sidewalk chalk

Location: Indoors or Outdoors

Tip: The hopscotch activity can also help children to improve motor skills, balance, and self-regulation behaviors.

Juicy-Crunch Bowling

Materials: 6 empty, frozen juice cans or cereal boxes; ball

Location: Indoors

Directions: Set up 6 empty frozen juice cans or cereal boxes at one end of a room. Stand at the other end with a ball and roll the ball into the cans or boxes. Count the number knocked down.

Obstacle Course through the Forest

Materials: Pictures of various animals; props to represent things in a forest

Location: Indoors

Directions: Create an obstacle course in an open area using various props (example: blue streamers to represent water, brown paper cut out in the shape of a large tree limb, soft blocks stacked together for a bridge or moat, etc.) Randomly place pictures of animals throughout the forest. Children will maneuver through the course using a physical skill needed to proceed. As they reach a picture of an animal, they should imitate the sound and movements of that animal.

Scooper Catch

Materials: 2 empty plastic gallon milk jugs, tape and a ball or other round, soft object

Location: Indoors or Outdoors

Directions: Cut the bottoms off of milk jugs. Tape up any sharp edges and use the “catchers” to play catch.



Instructions for Games

TOOLKIT

The Sticky Foot Runway

Materials: 4-6 ft. clear contact paper (2 pieces), duct tape, music, and music player

Location: Indoors

Directions: The Sticky Foot is a very simple yet fun game for toddlers. Position the contact paper on the floor with the sticky adhesive side up. Tape the contact paper to the floor to avoid the paper moving or slipping. Assist children with taking their shoes off. Demonstrate and assist children as they walk, dance, and hop across the sticky runway. Children will attempt to walk, but the resistance of the walkway will be a challenge.

UP! (Inspired by the Pixar® movie “UP!”)

Materials: One balloon per child or one balloon per small group.

Location: Indoors

Directions: Keep the balloon from touching the ground.

Tip/Variation: The group may add additional balloons as they gain control and awareness.



MAKE AGE-APPROPRIATE
use of technology within the
screen-time limit

Watch Out for the Alligator

Materials: Masking or painter's tape, Alligator cutout (laminated)

Location: Indoors or Outdoors

Directions: To create a mouth, place two 4-foot long strips of tape on the floor in the shape of a “V”. Place alligator cut-out in the center of “V”. Children must jump over the mouth to avoid the alligator. Let each child decide how far he/she will jump, on the narrow end, the far end, or somewhere in between.

What's the Catch?

Materials: Beach ball or any lightweight 10 to 12-inch ball, black permanent marker

Location: The activity should be done outside in an open space.

Directions: On each color section of the beach ball, write an activity command word, (for example: hop, spin, skip, jump, shake, leap, and wiggle) – use pictures for young children. If using a ball without color sections, write six commands on different areas of the ball. Children will throw or roll the ball to each other. The child receiving the ball must perform an action based on where his or her right hand touches the ball. The child then rolls or throws the ball to another child. Continue until everyone has an opportunity to participate.

Tip/Variation: Write the names of different animals on sections of the ball. Child must imitate the movement and sound of the corresponding animal.



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Generate a Buzz with Social Media



Try these posts on Facebook and Twitter to engage families and kids in reducing screen time!

How much screen time is too much?

The AAP recommends:

- no screen time for kids under the age of two and
- no more than 1-2 hours of quality screen time per day for kids older than two

Too much screen time can interfere with being physically active, reading, playing with friends, and spending time with family.

Television viewing among infants and children is associated with irregular sleep schedules.

How much time do your kids spend each day sitting in front of a screen or using a screen instead of actively playing or exercising?

Did you know?

Children today are spending more time with screens than in any other activity but sleeping.

Tip to Reduce Screen-Time: Use a timer to help children remember when it is time to stop.

Remember, it takes a long time to change habits. Whatever works to reduce screen time is a positive step.

Let's face it — sometimes it's easier to get something done if you sit kids down in front of a TV screen to watch a show or a movie. Consider this: moderation of "screen time" (which includes TV, videos, DVDs, computers, video games, and handheld devices) helps to promote healthy development and staying active.

HEALTHY CHILD CARE

resources available at
www.michigan.gov/healthymichigan





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Resources

Online

- Healthy Child Care
Screen-Time Reduction Fact Sheet Click [HERE](#).
- Let's Move Child Care
<http://healthykidshealthyfuture.org>
- Healthy Habits for Life Resource Kit
<http://kidshealth.org/classroom/index.jsp?Grade=cc&Section=hhfl>

Books for Kids

- *"The Berenstain Bears and Too Much TV,"*
by Stan Berenstain and Jan Berenstain
(Random House Books for Young Readers, 1984,
ages 4-8)
- *"Mom Puts Her Foot Down; Kids Need to Play!The
Bouncing, Dancing, Galloping ABC,"*
by Charlotte Doyle
(G.P. Putnam's Sons, 2006, ages 1-5)
- *"Children Dance, Gallop, Jump, and Zoom Their Way
Through the Alphabet"*
- *"I'm Growing,"* by Alike
(Harper Collins Publishers, 1992, ages 4-8)

Books for Adults

- *"I Love Dirt! 52 Activities to Help you and your Kids
Discover the Wonders of Nature,"* by Jennifer Ward
**It's the perfect springboard for imaginations
young and old!**



Thanks!

- Campaign for Commercial-Free Childhood
www.commercialfreechildhood.org
- Virginia Foundation for Healthy Youth
www.healthyyouthva.org



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Resources for School-Aged Children and Their Families



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Screen-Free Lesson Plan

Introduction (5 minutes)

“Screen time” refers to the time spent watching TV, videos or DVDs in addition to time spent playing video games and using computers. Today, kids in the U.S. spend more time watching TV than any other activity, except for sleeping. Too much screen time is linked to less interest in school and poor grades, and increases the risk of becoming overweight.

The purpose of this lesson is:

- To introduce the concept of “screens”
- To discuss healthy and unhealthy screen habits
- To introduce alternatives to screen time and their benefits

Students will:

- Identify personal and family use of screens
- Identify potential benefits of decreasing screen time
- Identify at least three healthy alternatives to screen time
- Set goals for screen time reduction

Materials

- White Board
- Tokens or cards to represent 30 minutes of screen time



TOO MUCH SCREEN TIME is linked to less interest in school, poor grades, and an increase in the risk of becoming overweight.



Screen-Free Lesson Plan

RESOURCES

Class Activity

- On the white board, have group compose list of activities they enjoy that count as recreational screen time.
- Show group tokens. Each token represents 30 minutes of screen time. They get a total of 4, representing 2 hours/day.
- Discuss how they would spend their tokens each day. Would they prefer to use them all at once, or spread them out throughout the day so they may enjoy a little bit of screen time all day long? Have group compose a second list of other activities they enjoyed such as playing outside, reading, etc.
- Discuss how these things may be incorporated throughout their days, instead of screen time, or in between screen time.

Optional Activities

- Use the Picture It On Television coloring sheet and have markers, crayons and colored pencils available for students to draw a picture of an activity they will do rather than watch television. Then, they can take it home and put in on the television screen as a reminder.
- Encourage students to take the Screen-Free Activity Log home and complete it. Were they able to play for 60 minutes each day?

Open discussion (15 minutes)

Kids and Screens

- What do you think screen time is?
- What things count as screen time?
- Which do you enjoy the most?
- How much time per day do you believe you should spend on screen time?
- Which do you spend the most time on?



TODAY, KIDS IN THE U.S. spend more time watching TV than any other activity, except for sleeping.



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Screen-Free Activity Log

WHAT KIND OF healthy activities can you find to do? At the end of each day, write down or draw a picture of what you did each day. This could be with your friends, family or at school. You'll be surprised at how much more you can do when you go Screen Free!

_____ 's Screen-Free Activity Log

SUNDAY	MONDAY
TUESDAY	WEDNESDAY
THURSDAY	FRIDAY
SATURDAY	



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See it on TV

What fun activities are
YOU going to spend
your time doing during
Screen-Free Week?

Draw a picture in the
screen and tape it to
your TV for your friends
and family to see!





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Make Commercial Breaks Activity Breaks

Balance your time in front of the screen with active opportunities for physical activity.

Try these ideas at home:

- Stretch. Can you touch your toes?
- Lift weights. Work on building big muscles!
- Challenge the family to see who can do the most push-ups, jumping jacks or leg lifts. Have a contest.
- Dance!
- Play with your dog or cat.
- Pretend you're a snake and slither around the room.
- See how long you can balance on one foot. Then try the opposite foot.
- Hop on one foot as many times as you can without losing your balance.
- Jog in place for one commercial. If that's too easy, see if you can do it for the entire commercial break.
- Hula hoop. Try to do it as long as you can without stopping.
- Use a **Physical Activity Cube** (directions on right) to decide on the activity!

How to Make a Physical Activity Cube

- Using white card stock cut out 6 squares. (Create about 6"x 6" squares.)
- Write activities on each square. Be creative!
- Tape the squares together using clear packing tape.
- Before you tape the last square on, stuff in a few pieces of crumpled newspaper to give it more stability.

Activity ideas to include on your cube:

- Spin in a circle.
- Jump 5 times.
- Flap your arms like a bird.
- Hop on one foot.
- Dance!
- Run from the front door to the back door.



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Fact Sheets



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What is Screen Time?

SCREEN TIME IS any time spent watching TV, videotapes, or DVDs; playing video or computer games; and surfing the internet. Screen Time can be an excellent source of education and entertainment for kids, but too much screen time can have unhealthy side effects. As a child care provider it's important to limit all types of screen time in your facility.

How much screen time is too much?

The American Academy of Pediatrics (AAP) recommends:

- no screen time for children under the age of two, and
- no more than 1-2 hours per day of quality screen time per day for children older than two.



HEALTH AND SAFETY

EXPERTS in child care recommend that providers limit screen time to no more than 30 minutes per week.

Why is limiting screen time important for my child care facility?

For children under two, spending time in front of a TV or computer can get in the way of exploring their surroundings, playing and interacting with peers, all of which are important for healthy minds and bodies.

As children get older, too much screen time can get in the way of reading, doing homework, playing with friends, and spending time with family, and can also increase their risk for being overweight or obese.

There are a number of ways that screen time can become unhealthy:

- 1 children are spending more time sitting and very little time moving their bodies,
- 2 children learn unhealthy eating practices from advertisements,
- 3 sitting in front of the TV can increase the desire to snack, and
- 4 overstimulation can prevent children from getting the sleep they need at nap time.



SEE NEXT PAGE!



What is Screen Time?

PROVIDER

How do I develop screen time limits in my child care facility?

Your commitment to limiting screen time is one more way to show parents how dedicated you are to the health and well-being of their children. Involve staff and parents in the process of developing a plan for limiting screen time in your facility for greater success.

Here are a few things to consider:

- Invite parents to ask questions and share ideas on how they limit screen time at home.
- Explain to children why it's important to limit screen time. Use clear and easy-to-understand language. Ask older children to plan their own activities to replace screen time.
- Establish a screen time policy and determine a system for tracking screen time weekly to adhere to your policy.
- Make age-appropriate use of technology within the screen time limit.
- Determine a system for each classroom to prioritize how screen time is integrated into weekly lessons.
- Challenge families to unplug for a screen-free week and give away prizes!



CHALLENGE FAMILIES to unplug for a TV-Free Week and give away prizes!





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What is Screen Time?

SCREEN TIME IS any time spent watching TV, videotapes, or DVDs; playing video or computer games; and surfing the internet. Screen time can be a great source of education and fun, but too much can be unhealthy for kids.

How much screen time is too much?

The American Academy of Pediatrics (AAP) recommends:

- no screen time for children under the age of two, and
- no more than 1-2 hours per day of quality screen time per day for children older than two.



HEALTH AND SAFETY EXPERTS in child development recommend limiting daily screen time exposure, and eliminating it for children under two.

Why is limiting screen time important for my child?

For children younger than two, spending time in front of a TV or computer can get in the way of exploring their surroundings, playing and interacting with peers, all of which are important for healthy minds and bodies.

As children get older, too much screen time can get in the way of reading, doing homework, playing with friends, and spending time with family, and can also increase their risk for being overweight or obese.

There are a number of ways that screen time can become unhealthy:

- 1 children are spending more time sitting and very little time moving their bodies,
- 2 children learn unhealthy eating practices from advertisements,
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SEE NEXT PAGE!





What is Screen Time?

FAMILY

What can I do at home to reduce screen time for my family?

The most powerful tool you have at home is YOU as a healthy role model. Come up with specific, easy-to-understand family rules. Here are some tips to think about when planning screen time for your family:

Answer these questions together:

- Should we watch every day or only on weekends?
- Which shows are most important to each of us?
- What other things can we do instead of watching TV or playing video games?

Other tips

- **Make screen time “family time.”** Consider moving all gaming consoles (like the Wii or PlayStation) and TVs to the family room and replace these with other options, such as books, puzzles and games, in children’s rooms.
- **Empower your kids.** Older kids can earn their screen time privilege!
- **Ask around.** Find out how other parents limit screen time and how they handled problems.
- **Stay on track.** Once you decide on a limit for your children’s TV viewing and other screen time, stick to it and track screen time every week.
- **Be a champion.** Encourage your child care setting to adopt screen time limits if there are none in place.



EMPOWER YOUR KIDS.
Older kids can earn their screen time privilege.



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Success Stories



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Success Story Tips

THE TIPS listed below should aid in developing stories that illustrate the hard work your Program is investing. Each Program will have unique challenges and successes. This is why it is important to understand that you can write success stories at any stage in your intervention.

↓ Downstream Success Stories

- By now, life-as-we-knew-it has changed.
- You want to convey changes that have been made and are here to stay.

Your success story should:

- 1 illustrate how things have changed for the children and families your Program serves,
- 2 illustrate how things have changed for Program staff,
- 3 explain your results to other child care professionals (For example, what have the 2-5 year-olds in your care had to say about spending more time being active?),
- 4 outline key steps your Program took to overcome barriers/challenges, and
- 5 catch the attention of your audience and leave them wanting more information.

↔ Midstream Success Stories

- Your project is up and running.
- You have not achieved the long-range outcomes yet, but people are talking and you have examples of early changes.

Your success story may:

- 1 spotlight growth of the project in terms of the goal in question,
- 2 highlight partnerships, especially amongst key staff and families,
- 3 include successes related to the process (For example, your story may indicate the eagerness of Program staff to take ownership of Action Items from the Program's Action Plan.), and
- 4 outline steps your Program is taking to address/overcome barriers/challenges.

SUCCESS STORIES can
take place at any phase in
your Program!





Success Story Tips

SUCCESS STORIES

↑ Upstream Success Stories

Your project is in its early stages.

- You may have only completed an Action Item or two from your Action Plan.

At this stage, you should:

- 1 highlight partnerships, especially key staff and families,
- 2 document policy changes as a result of your project, and/or
- 3 illustrate your goals and why it is important to YOUR Program to reach them, and
- 4 outline steps your Program plans to take to address/overcome barriers/challenges.



ADAPTED FROM Centers for Disease Control and Prevention, *Impact and Value: Telling your Program's Story*. Atlanta, Georgia: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Oral Health, 2007.



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Success Story Form

Complete and save and submit this form to gilmorel@michigan.gov. You may also submit this form **ONLINE**.

Information About Your Program

County in which the Program Is Located: _____

Program Name: _____

Street Address: _____

City/Town: _____

State: _____ Zip Code: _____

Total Enrollment: _____

High-Need Enrollment: * _____

* High-need children are those who are from low-income families or otherwise in need of special assistance and support, including children who have disabilities or developmental delays, who are English learners, who are migrant, homeless, or in foster care or who reside on "Indian lands," as that term is defined by Section 8013(6) of the Elementary and Secondary Education Act, of 1965.

Please check the ages of children enrolled (check all that apply)

☐ 2 Years

☐ 3 Years

☐ 4 Years

☐ 5 Years

Program Description (select one)

☐ For-Profit

☐ Not-for-Profit

☐ Head Start/Early Head Start

☐ Great Start Readiness Program

☐ Montessori

☐ Other Licensed Program

☐ Other, please describe: _____

Information About You

Your First Name: _____

Your Last Name: _____

Your Job Title: _____

NAP SACC Consultant: ☐ Yes ☐ No

Your Phone: _____

Your Email Address: _____





Success Story Form

SUCCESS STORIES

Success Story

Tell us about a specific success your Program has achieved in its environment. This success story may be related to healthy eating, physical activity, or screen time reduction.

Please complete this form for each SEPARATE success story. There is no limit to the number of success stories your Program can submit, we encourage you to submit many. REMEMBER, each success story should focus on ONE Goal from your Action Plan.

1 Which of your goals are you writing about today?

2 Select the category below that best describes your success story (check ONE category).

- ☐ **Healthy Eating Success** such as offering healthier options at snacks and meals. Also includes such efforts as healthy eating special events, nutrition education curriculum, policy changes (such as not using food as a reward, developing written policies to promote healthy eating, or training for staff).
- ☐ **Physical Activity Success** such as physical activity breaks in the classroom, special physical activity events, or purchasing new equipment to provide more physical activity options. Also includes policy changes like not using physical activity as punishment, role modeling, establishing a written policy to promote physical activity or training for Program staff.
- ☐ **Screen-Time Reduction Success** such as success in implementing a written screen time reduction policy, supplementing the Program with alternate activities or special events such as "TV Free Week."

- ☐ **Parent Champions for Success**—changes initiated or championed by parents in any of the above categories in partnership with the Program (Healthy Eating, Physical Activity, Screen-Time Reduction).

3 Please take a moment to further categorize your success. Select the one best option from the list below that describes your success story. If none fit, select other and provide your own category description.

Choices for those who selected Healthy Eating Success:

- ☐ Healthy meals
- ☐ Healthy snacks
- ☐ Not using food as a reward
- ☐ Healthy eating written policy
- ☐ Healthy options offered at classroom parties/celebrations/events
- ☐ Healthy options offered for fund raising opportunities
- ☐ Family and community involvement in support of healthy eating
- ☐ Staff role modeling
- ☐ Classroom nutrition education
- ☐ Quality nutrition education curriculum used in classrooms
- ☐ Quality nutrition education training and resources offered to teachers and/or staff
- ☐ Taste testing, cooking/food demonstrations or other events related to healthy foods
- ☐ Outreach events to educate children and their families about healthy food choices at home
- ☐ Nutrition education written policy
- ☐ Educational programs/events in support of healthy eating/lifestyles for all staff
- ☐ Educational programs/events in support of healthy eating/lifestyles for families
- ☐ Other, please describe: _____



Success Story Form

SUCCESS STORIES

Choices for those who selected Physical Activity:

- ☐ Increased opportunities for active play
- ☐ Physical activity breaks in the classroom
- ☐ Not using physical activity as punishment
- ☐ Physical activity written policy
- ☐ Fun physical activity included in classroom parties/celebrations
- ☐ Family/community involvement in support of physical activity
- ☐ Training for Program staff
- ☐ Programs/opportunities for staff for physical activity
- ☐ Physical activity special events
- ☐ Staff role modeling
- ☐ Other, please describe: _____

Choices for those who selected Screen-Time Reduction:

- ☐ Screen-time reduction written policy
- ☐ Family/community involvement in support of screen time reduction
- ☐ Training for Program staff
- ☐ Screen-time reduction special events
- ☐ Staff role modeling
- ☐ Other, please describe: _____

Choices for those who select Parent Champions for Success:

- ☐ Healthier meal/snack choices
- ☐ Increased opportunities for active play
- ☐ Screen-time Reduction
- ☐ Equipment/materials to support health/healthier environment
- ☐ Healthier classroom parties/celebrations/special events
- ☐ Healthier fund raising opportunities
- ☐ Parent/Caregiver role modeling
- ☐ Other, please describe: _____

4 How long did it take your Program to accomplish this success?

- ☐ 1 month
- ☐ 2 months
- ☐ 3 months
- ☐ 4 months
- ☐ 6 months

4a What month and year was your success story accomplished?

Month: _____ Year: _____

5 What was the nature of the costs associated with your success (check all that apply)?

- ☐ Materials/supplies
- ☐ Staff Time
- ☐ Contract with an outside agency
- ☐ No cost (skip question 5a.)
- ☐ Other, please describe: _____

5a Please indicate the approximate total cost:

- ☐ \$100 or less
- ☐ \$101 - \$500
- ☐ \$501 - \$1,000
- ☐ \$1,001 - \$2,500
- ☐ \$2,501 - \$5,000
- ☐ \$5,001 - \$10,000
- ☐ \$10,001-\$20,000
- ☐ Greater than \$20,000



SUCCESS STORIES

- 6 What factors influenced your decision to set this goal in your NAP SACC Action Plan (check all that apply)?**

- ☐ NAP SACC Initial Self-Assessment Results
- ☐ Needs identified before beginning NAP SACC
- ☐ Funding
- ☐ Family engagement/involvement
- ☐ Targeted Technical Assistance
- ☐ Other, please describe: _____

- 7 What factors were instrumental to your success (check all that apply)?**

- ☐ Targeted Technical Assistance
- ☐ Completing the initial NAP SACC Self-Assessment
- ☐ Administrative support
- ☐ Funding
- ☐ Community collaboration
- ☐ Family engagement/involvement
- ☐ Other, please describe: _____

- 8 Narrative**—Please provide a brief description, or “narrative”, of the success you achieved (2000 characters or less), including how you decided to take these actions, the impact it has had on your Program, children in your care, families, and/or staff, and any other important aspects of the success and the process of achieving it. Feel free to include testimonials and/or quotes from participants or partners.

TIP: Go back and read through your answers to the questionnaire you just completed for details to include in your story below.

The success described in the narrative below primarily impacted:

- ☐ Children ☐ Teachers/Staff ☐ Families ☐ You

[illegible]